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IDENTIFIERS Hispanos

ABSTRACT

Since 1973, the LULAC National Education Service Centers, Inc. (LWESC) has been functioning to increase Hispanic access to and participation in post-secondary education. A national educational outreach network consisting of 12 field center offices and a headquarters in Washington, D.C. LWESC is dedicated to the principle that the essential mechanism in building leadership and removing social and economic barriers is education. Therefore, LWESC aims to increase the number and retention rate of Hispanics attending colleges and universities, and the nation's awareness of the problems faced by Hispanos. Since 1973, LWESC has provided counseling and guidance services to over 40,000 students, has contributed to the increase of minority participation in higher education, and has influenced the increased awareness and attention to the problems faced by Hispanos and the disadvantaged. The national office has provided program direction, fiscal control, technical and administrative assistance to the field centers, and dissemination of public information to the Hispanic and educational communities. LWESC has administered the LULAC National Scholarship Fund for Americans of Spanish Origin which was begun in 1975 and is the only national effort providing scholarship funding specifically for Hispanic students. As LWESC begins its fifth year of operation, it is able to look forward to a continued healthy growth, a stabilized effective and professional management system, and a high level of quality in the services it offers. (NQ)

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Building Leadership
Through Education

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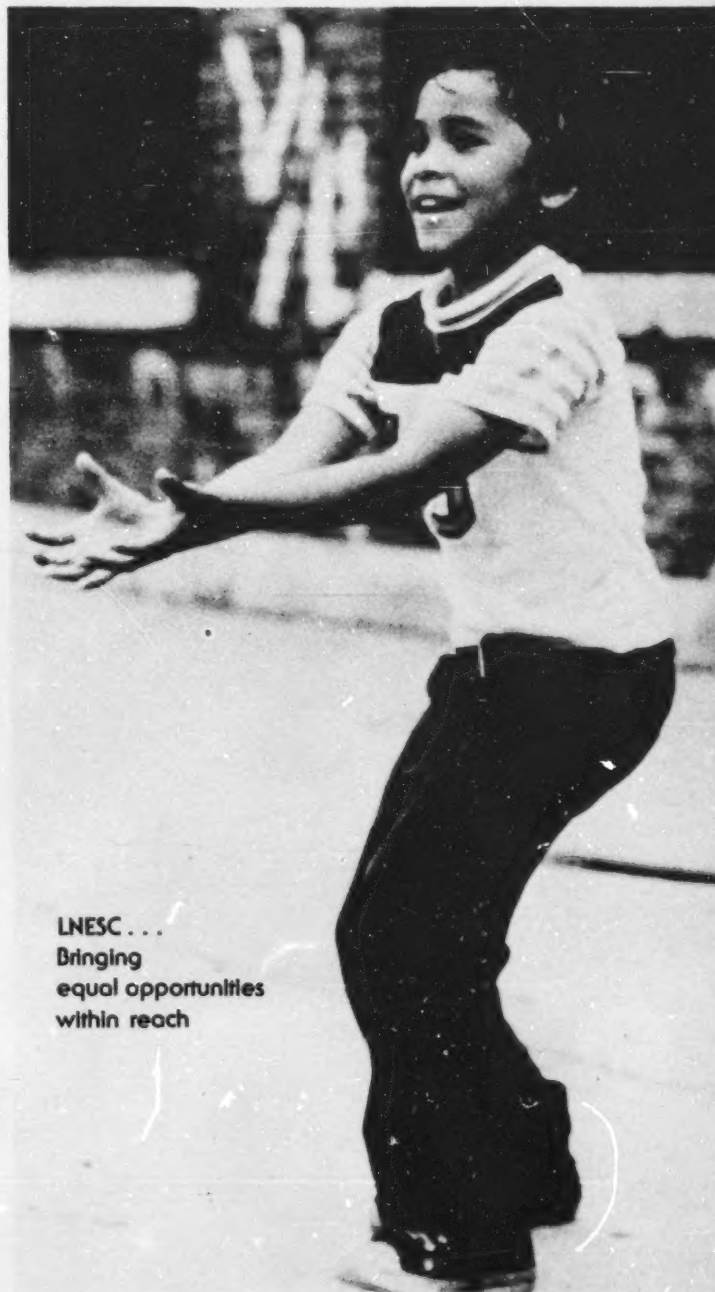
Education then, beyond all other devices of human origin, is the great equalizer of the conditions of man, the balance wheel of the social machinery.

Horace Mann

Progress Report 1977

Since 1973, the LULAC National Educational Service Centers, Inc., (LNEC) has been functioning to increase Hispanic access to and participation in post-secondary education. LNEC is a national educational outreach network consisting of 12 field center offices and a Headquarters in Washington, D. C. Sponsored by the League of United Latin American Citizens (LULAC) and federally funded by the Community Services Administration, LNEC addresses three objectives:

- (1) To increase the number of Hispanics attending America's colleges and universities.
- (2) To increase the retention rate of Hispanics attending such institutions, and
- (3) To increase the nation's awareness of the problems faced by the Hispanic population.



**LNEC . . .
Bringing
equal opportunities
within reach**



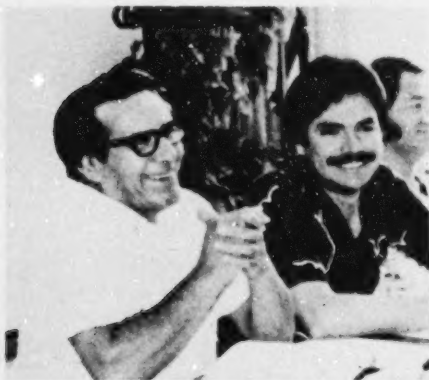
Statement from the Chairman

Our goal is to diminish the educational inequities
that are experienced by Hispanic Americans

It has been four years since the establishment of the first LULAC National Educational Service Center in Corpus Christi, Texas. Since that time, the organization has grown into a national network serving all elements of the Hispanic and other disadvantaged populations. LNESE, a federally funded project and the educational arm of the League of United American Citizens (LULAC) has proven to be, in its short span of existence, one of this nation's more successful programs aimed at alleviating the educational inequities which exist among major groups within this country. With the primary objective of providing equality of opportunity for all Americans, LNESE is dedicated to the principle that the essential mechanism in building leadership and removing the economic and social barriers which stand before the Hispanic-American is education.

LULAC, whose roots penetrate all segments of the Hispanic community, has been stalwart in the battle for Hispanic Civil Rights since its beginning in 1929. Continuously over the past four decades, the goal of equal opportunity for Hispanic-Americans has been translated by LULAC into successful challenges of the legality of segregated school systems and the sponsorship of programs which have focused on civil rights, housing, manpower and education. LNESE is the most recent LULAC program aimed at alleviating the educational inequities being experienced by a population which demographers predict will be the largest minority by 1990.

It is seldom realized that the Hispanic community in the United States—Mexican American, Puerto Rican, Cuban and South American—forms a substantial part of this country, both in numbers and in a historical-cultural context. Yet in



terms of educational, economic and political parity, this segment of the population lags behind all other groups of Americans. Opportunities which have been enjoyed and taken for granted by most citizens have never been available to the Hispanic community. Consequently, a self-perpetuating cycle has arisen which precludes a generational transfer of traditions and role models for the Hispanic American. This is why the work of LNEC is so crucial in breaking into this cycle. The Educational Centers provide encouragement and assistance to young Hispanics who are unfamiliar with many of the available opportunities. Without a doubt, higher education and professional training is the essential ingredient in these efforts to provide equal opportunities for all.

The success and accomplishments of the Educational Centers have been encouraging, but there is still much to be done. Educational, economic and political inequities still exist for the Hispanic American. New programs aimed at the elementary and secondary schools are needed to arrest the systemic problem of educational inequities that begin to formulate during the early years. Additionally, new areas of research and methods of service need to be developed. LNEC hopes to be at the forefront of these efforts. With the Centers' highly professional staff, well-developed resources and substantive experience, progress in this behalf is well within reach.

Eduardo Peña

Eduardo Peña
Chairman of the Board

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The Background and Need

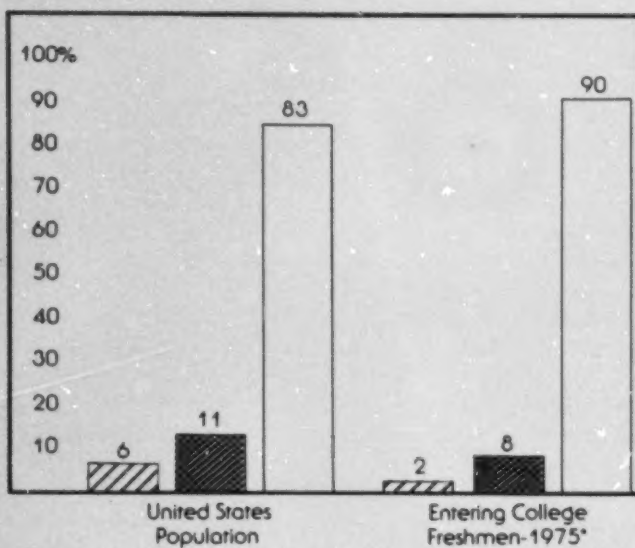
... in almost all aspects of socio-economic status, the Hispanic American lags behind all other groups in this country ...

The LULAC National Educational Service Centers, Inc. were created out of a need to address the severe underrepresentation in our society of college educated Hispanic Americans. This objective is a vital step towards alleviating and eventually eliminating the unfortunate economic and social situation that characterizes this country's second largest and fastest growing minority group. Presently funded by the Community Services Administration (CSA) and originally established by a grant from CSA's predecessor, the Office of Equal Opportunity, LNEC is a component of this country's efforts to diminish poverty and discrimination and to provide for equal opportunities.

When the importance of education is considered in socio-economic terms, the goals and motives behind LNEC can be seen more clearly. The most recent census reports on the Spanish Origin population reveal that, on the average, a college educated Hispanic has a 50% advantage in terms of average income over those Hispanics with only a high school education. A direct correlation can be drawn between the level of education and the economic and employment status of the Hispanic American. Historically, education in this country has provided the primary link to upward mobility. For minority groups, education has been and continues to be the single most important factor in gaining equality in access and attainment.

In almost all aspects of socio-economic status, the Hispanic American lags behind all other groups in this country and statistical data demonstrates that these inequities are mitigated by higher levels of education. In reviewing some of the basic education statistics, charted in the accompanying graph, it is not surprising to find that over 25% of Hispanic families fall below the poverty level; that fewer than 9% of the Hispanic population are employed in professional occupations; and that Hispanic representation in positions of leadership is almost non-existent. These facts preclude any effective articulation of the problems facing the Spanish community since those who are closest to the problem lack the necessary channels of communication and influence to impact significantly upon the situation. Taken in this context, LNEC's stated purpose, "building Hispanic American leadership through education" takes on added significance by its vital role in removing the barriers to equal access and opportunities.

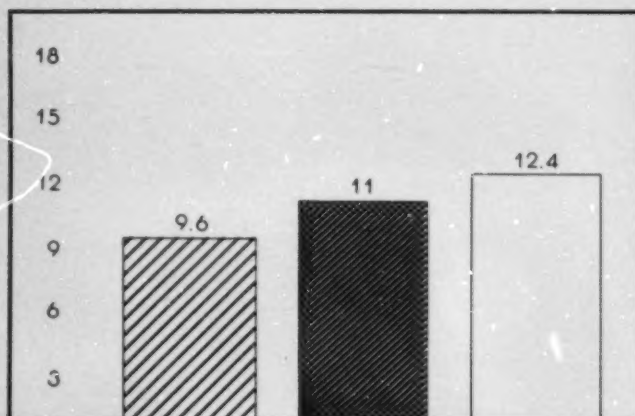
Population and College Enrollment Comparisons



*The American Freshman - National Norms for Fall 1975. ACE/UCLA Research Program

Education Attainment Comparisons**

Median School Years Completed



**US Census. Persons of Spanish Origins. 1975

spanish surname
 black
 all others



The Program

The Field Centers

... planning, communicating, learning,
reaching out—a continual flow of behind the
scenes work...

Since the program's inception in 1973, the LNEESC organization has grown into a national network of field centers which have provided counseling and guidance services to over 40,000 students. Directed from a national headquarters office in Washington, D. C., LNEESC field center offices are now situated in and providing services to the surrounding areas of Albuquerque, New Mexico; Boston, Massachusetts; Chicago, Illinois; Philadelphia, Pennsylvania; Corpus Christi and Houston, Texas; Colorado Springs, Colorado; Phoenix, Arizona; Pomona, and San Francisco, California; Seattle, Washington; and Topeka, Kansas.

LNEESC field centers, the backbone of the organization, house highly professional staffs who are well versed in the educational needs of the disadvantaged. Counselors seek out and encourage potential college students and then guide them through admissions to graduation. The help to the clients varies and is provided free of charge. Services range from assisting the individual in filling out admissions forms to selecting a career field or course of study to obtaining financial assistance and scholarship support. Follow-up services emphasize retention once the student is admitted to the program of his/her choice. The staff counselor's special sensitivities to bilingualism and to the problems of Hispanics and the disadvantaged make the LNEESC offices unique.

College admissions officers increasingly rely on LNEESC counselors as lowered budgets and limited staffs prohibit them from serving all students seeking assistance. A Texas college financial aids officer points out that, "I found I wasn't communicating with students. LNEESC staff members were able to do so. I feel lucky about the excellent services they are doing." A university official in Kansas remarks that, "LNEESC reaches many people whom we in the colleges have been unable to contact."

Advisory Committees, drawn from the individual communities, assist each field center. One-third of the committee members are poverty level students and parents; one-third from educational institutions; and one-third from the community at large. Committees consist of nine members and meet six times a year.

Corpus Christi was the first center to be established in 1973 and eight others began operating shortly afterwards. The Philadelphia office, which opened in September 1976, is the most recently established field center. Each center has a director, two to four counselors and a support staff.



The Program

The National Office

... to focus greater attention on the educational needs of Hispanic Americans and the disadvantaged ...

The headquarters staff, located in the nation's capital, provides program direction, fiscal control, technical and administrative assistance to the field centers, as well as dissemination of public information to the Hispanic and educational communities. The staff is comprised of the national director and administrative and supportive personnel.

The location of the headquarters is important to one of LNEC's prime objectives: to focus greater attention on the educational needs of Hispanic Americans and the disadvantaged. This office identifies, analyzes and disseminates information concerning Hispanics and the disadvantaged in higher education. The Washington office is both researcher and advocate for LNEC and the community it serves. Its work has enabled LNEC to prepare and deliver testimony before Congressional committees and federal agencies. The input and many working linkages which the headquarters office maintains with the numerous national organizations, especially those involved in education, helps LNEC maintain the high level of respect and influence that enables it to effectively carry out its goals. Since Washington, D. C. is the center for policy formulation in almost all fields of public concern, LNEC has been instrumental in focusing greater attention on the plight of the country's Hispanic population.

In addition to conducting various public relations and information activities for the organization, the headquarters office carries out three other major roles: publishes a national newsletter concerned with Hispanic Americans and education for the disadvantaged, raises and administers funds for the LULAC National Scholarship Fund for Americans of Spanish Origin, and solicits public and corporate resources for LNEC programmatic additions and research projects dealing with Hispanics and education.

Constant communication with the program's 12 field center offices and on-site visits by the national office staff allow for the smooth and efficient delivery of services to the target population. A comprehensive, yearly evaluation of each center is carried out to provide a basis for continual program review. The national office also provides field center directors with extensive management training.



The Scholarship Program

... the only national effort of this kind which seeks to identify and recognize outstanding Hispanic scholars ...

The LULAC National Scholarship Fund for Americans of Spanish Origin (LNSF) is the only national effort in existence seeking to provide scholarship funding specifically for Hispanic students. LNSF, which began in 1975, is administered by the LULAC National Educational Service Centers, Inc.

1977 is the third year of the LULAC National Scholarship Fund and the second year in which a sharing concept has been utilized. In LNSF's first year—1975—forty-four students were awarded a total of \$16,900. Under the new sharing concept introduced in 1976, \$38,243 in local funds matched \$15,445 from the National Fund. The total of \$53,688 was awarded to 211 students.

Local funds are generated by the individual LULAC councils through various types of fund raising activities including dinners, fiestas and contributions from local businesses and civic organizations. The national fund is the product of contributions by major national and international corporations.

The 1977 scholarships will be awarded in two forms and on the basis of two different criteria. First, LNSF realizes the need to recognize outstanding Hispanic students for their scholastic achievements. Consequently, a number of scholarships will be awarded on the basis of merit. Second, LNSF sees the necessity of assisting students demonstrating financial need who, because they may have had to work throughout high school, were not able to achieve the highest academic standards. Accordingly, a portion of the Scholarship Fund will be distributed to capable students demonstrating financial need.

In 1977, LNSF hopes to broaden the area it serves to include students who, because their state has no existing local LULAC council, have not been able to participate in the Scholarship Fund. Additionally, LNSF desires to increase the size of awards to individuals.

As the size and reputation of LNSF has grown, so has the interest in its benefits. The LNSF Washington office receives numerous inquiries daily concerning participation and application procedures. These inquiries demonstrate the need for services within the community such as are provided by the Scholarship Fund. The LULAC motto, "A Better America for All Our Children," is exemplified by this program.

QUALITY AND EFFECTIVENESS

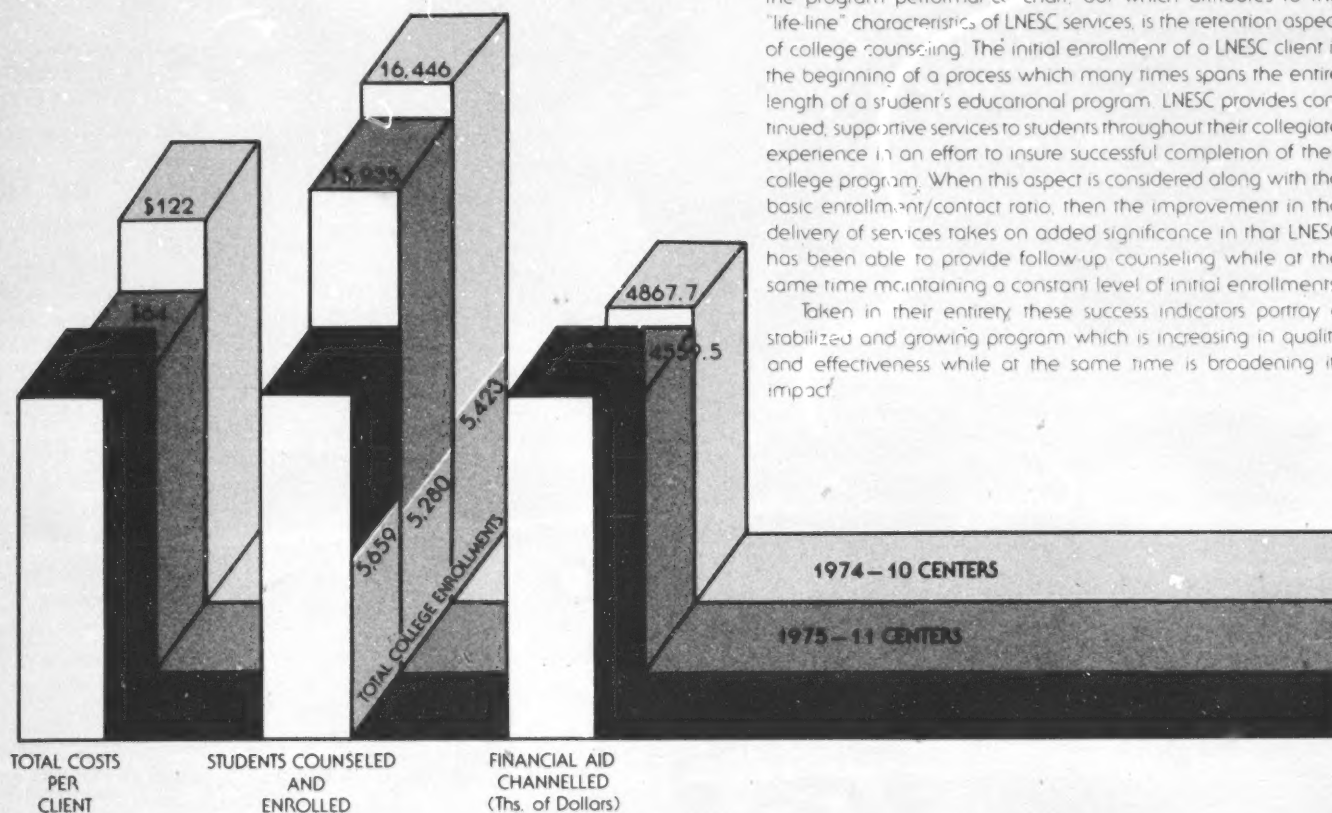
Continued Progress In Serving The Disadvantaged

During LNEC's short span of existence it has been able to accomplish outstanding results in meeting its objective of servicing the disadvantaged. The accompanying graph vividly portrays the levels of success in this behalf. March 30, 1977 marks the end of the fourth year of LNEC operations and, as the fifth year commences, the organization is able to look forward to a continued, healthy growth, a stabilized effective and professional management system and a high level of quality in the services offered by LNEC.

The accompanying chart displays the levels of effectiveness and efficiency of the counseling program through three performance indicators which are stressed throughout the operating year. These indicators are: the ratio of students enrolled in colleges to the number of students contacted and counseled by a center; the cost per client as measured against the total program budget; and, finally, the total amount of financial aid channelled to the enrolled students.

In relation to cost-effectiveness, two observations deserve special note: the reductions in cost per enrollment and the number of contacts necessary for successful college placement. The cost ratio has been reduced and stabilized following the initial, high expenditure associated with implementing the program. This has been accomplished in spite of the initial capital investments necessary to establish new centers over the four years during a time period characterized by a national, annual inflation rate of 12%. The reduction in total contacts necessary for successful enrollment is a positive sign that the effectiveness of LNEC's efforts and services has increased over the four years. Whereas 1975 showed a placement ratio of 33%, in 1976 this had increased to 48% and in 1977 a 60% ratio is anticipated. An additional factor which is not directly portrayed in the program performance chart, but which attributes to the "life-line" characteristics of LNEC services, is the retention aspect of college counseling. The initial enrollment of a LNEC client is the beginning of a process which many times spans the entire length of a student's educational program. LNEC provides continued, supportive services to students throughout their collegiate experience in an effort to insure successful completion of their college program. When this aspect is considered along with the basic enrollment/contact ratio, then the improvement in the delivery of services takes on added significance in that LNEC has been able to provide follow-up counseling while at the same time maintaining a constant level of initial enrollments.

Taken in their entirety, these success indicators portray a stabilized and growing program which is increasing in quality and effectiveness while at the same time is broadening its impact.



Looking Ahead

As we contemplate future needs, we realize that we must redouble our efforts

Because LNEEC has continued to strive for excellence in meeting its own objectives as well as fulfilling the requirements of its funding source, the Community Services Administration, its success in accomplishing these goals has set the model for future plans. Although the impact of the program upon the Hispanic community has been substantial, the services which LNEEC and other similar programs provide are reaching but a fraction of the total potential beneficiaries of such assistance.

Our hope is that LNEEC, by its exemplary performance, can continue to attract the funding sources necessary to continue its valuable work. Continued existence of the centers themselves is obviously the prime concern. Constantly improving upon the quality of services and expanding the program into new geographical areas is an ongoing objective. Currently, the national office is working with local LULAC chapters in New Jersey and Florida in preparing plans for establishing LNEEC offices in these states. Expansion of the program into the secondary and elementary schools is also an area of concern. If the root causes of educational inequities are ever to be effectively attacked then attention must be paid to the pre-collegiate years.

The LULAC National Scholarship Fund for Americans of Spanish Origin is another area which will require vigorous development if the economic barriers to a higher education for Hispanic Americans are to be seriously affected. While the Scholarship Fund has grown and prospered significantly during its first two years, its potential is just beginning to be realized.

One of the most inhibiting obstacles to addressing the special needs of the disadvantaged and in building educational opportunities for the Hispanic community is the lack of substantive information on which to formulate workable approaches. Research in such fields as college retention, career choice, or the connection between curriculum and job placement is severely lacking. LNEEC is hoping to conduct major studies into these and other areas of relevance to the Hispanic community in order to better meet the educational needs of this group of Americans.

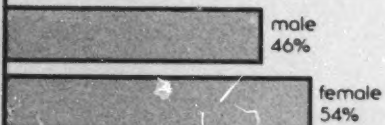
LNEEC has taken a giant step in higher education for Hispanic Americans. Those efforts cannot and must not be considered the end-all to achieving educational equity. Rather, LNEEC must be viewed as what it is—a first step in the formulation of a solution to a long standing problem.

Client Profiles

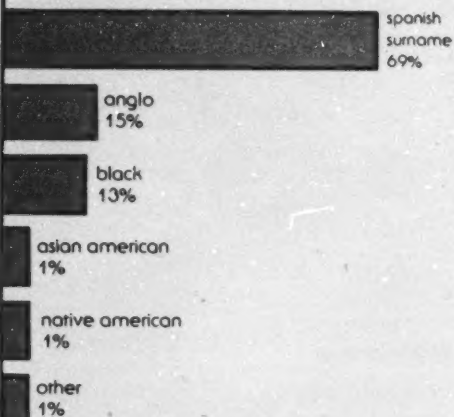
Percent of Students Enrolled*

0 10 20 30 40 50 60 70 80 90 100 %

SEX



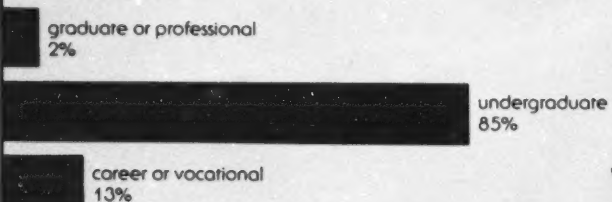
ETHNIC GROUP



ECONOMIC STATUS

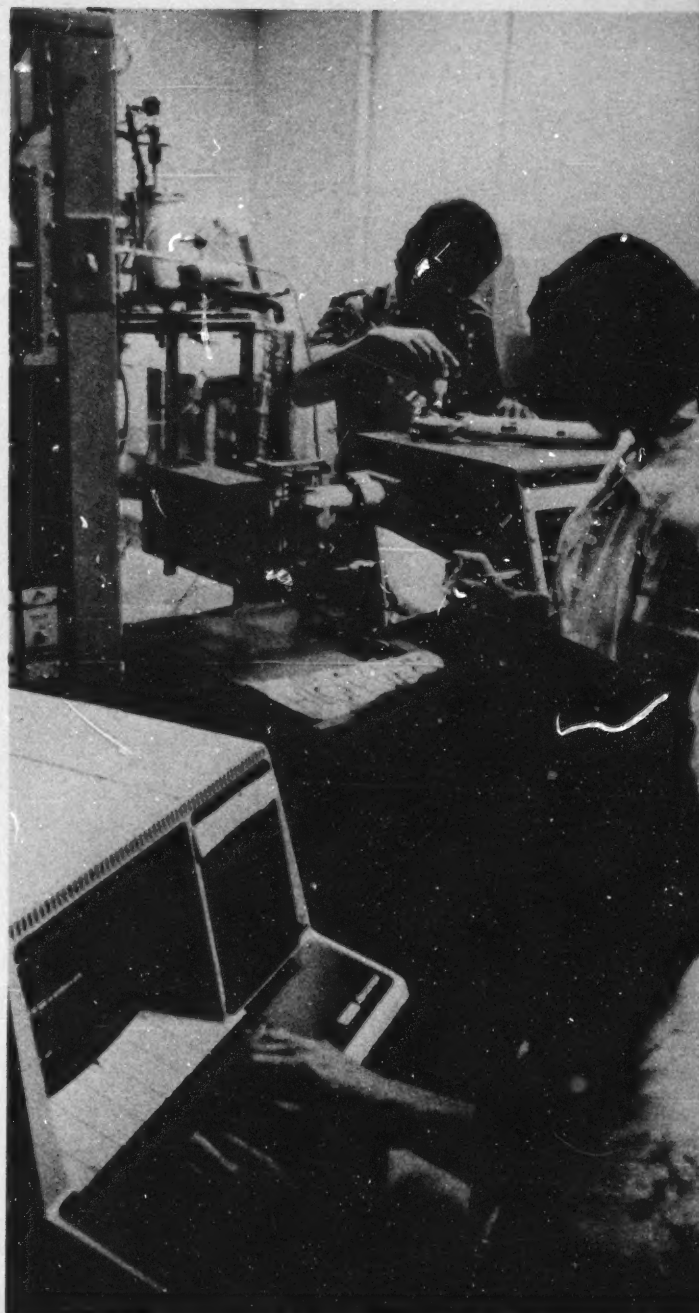


TYPE OF PROGRAM

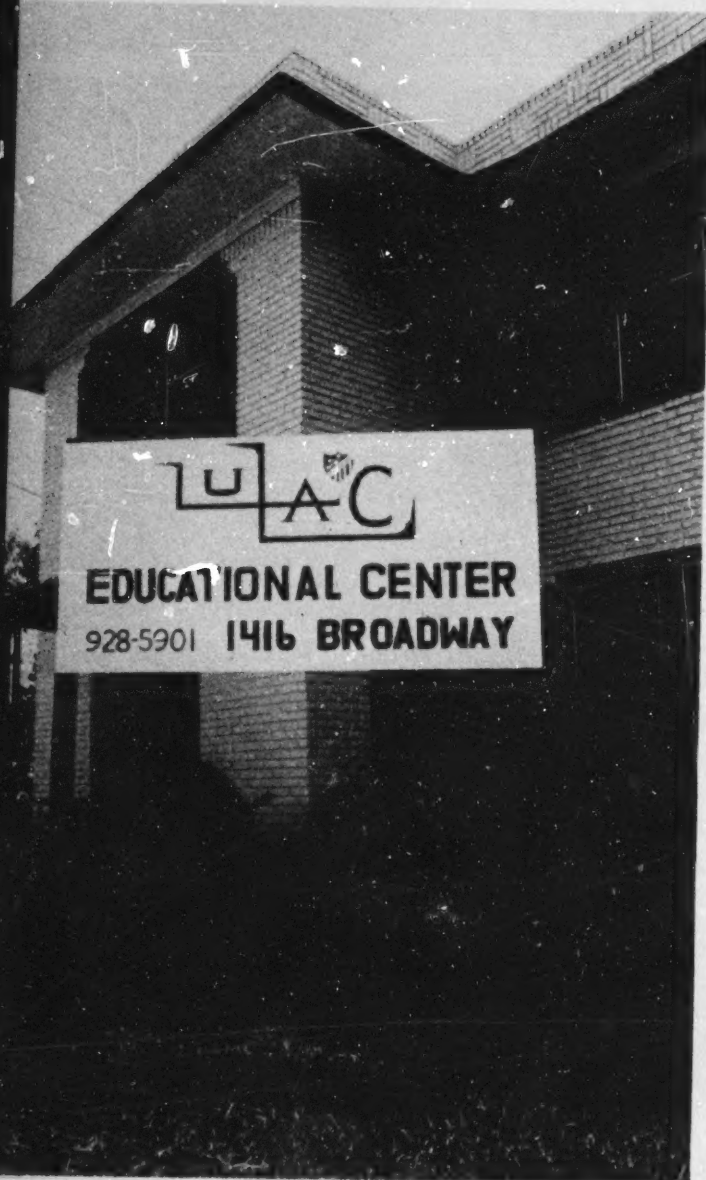


*By LNEC - 1976

**In accordance with federally established poverty levels



Financial Report



DERLIN, SEGUIN, KARAM & RAMOS
CERTIFIED PUBLIC ACCOUNTANTS
8630 FENTON STREET
SILVER SPRING, MARYLAND 20910

TO BOARD OF DIRECTORS
LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.
WASHINGTON, D. C.

We have examined the statements of assets, liabilities and fund balance of LULAC National Educational Service Centers, Inc. as of September 30, 1976 and the related statements of revenues and expenditures and changes in fund balance for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we consider necessary in the circumstance.

In our opinion, the financial statements mentioned above present fairly the financial position of LULAC National Educational Service Centers, Inc. at September 30, 1976 and the results of its operations and changes in fund balance for the year ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

Our examination was made primarily for the purpose of formulating the opinion stated in the preceding paragraph. The supplemental schedules of fixed assets as of September 30, 1976, schedule of grant operations and fund balance and schedule of expenditures compared with budget for the year ending September 30, 1976 included in this report, although not considered necessary for a fair presentation of financial position, results of operations, changes in fund balance and changes in financial position are presented as supplementary information and have been subjected to the audit procedures applied in the examination of the basic financial statements. In our opinion, the supplemental statements of fixed assets as of September 30, 1976, schedule of grant operations and fund balance and schedule of expenditures compared with budget for the year ending September 30, 1976 are fairly stated in all material respects in relation to the basic financial statement taken as a whole.

Berlin Seguin Karam & Ramos

DERLIN, SEGUIN, KARAM & RAMOS

November 15, 1976

LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCE
SEPTEMBER 30, 1976

ASSETS			
CASH			
Home Office (Note 6).....	\$91,047		
Field Centers.....	<u>7,443</u>	\$ 98,490	
RECEIVABLES			
LULAC National	\$39,258		
Less: Provision for LULAC			
National Receivable			
(Note 5).....	<u>39,258</u>	\$ -0-	
Other.....	<u>15,098</u>	15,098	
PREPAID INSURANCE		4,145	
DEPOSITS (Utilities and Telephone)		1,005	
TOTAL ASSETS		<u>\$118,738</u>	

LIABILITIES AND FUND BALANCE			
LIABILITIES			
Security Plan Employee Benefit Withheld			
and Accrued (Note 1, 3 and 6).....	\$ 62,001		
Account Payables	14,183		
Accrued Payroll	34,675		
Payroll Taxes Withheld and Accrued	5,416		
Accrued Vacation (Note 4)	34,144		
Scholarships Obligated	<u>2,140</u>		
TOTAL LIABILITIES	<u>\$152,559</u>		
FUND BALANCE			
CSA Grant Balance	\$ 4,658		
Scholarship Balance (Note 6)	1,032		
Others	3,000		
Unrestricted (Deficit) Balance.....	<u>(42,511)</u>		
TOTAL (DEFICIT) FUND BALANCE	<u>\$ (33,821)</u>		
TOTAL LIABILITIES AND FUND BALANCE		<u>\$118,738</u>	

LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.
STATEMENT OF REVENUE AND EXPENDITURES
FOR THE YEAR ENDED SEPTEMBER 30, 1976

	CSA	Scholarship	Others	Unrestricted (Deficit) Fund
REVENUES				
Community Serv-				
ices Agency				
Grant No.				
90156	\$1,239,994	\$	\$	\$
Scholarship				
Program		24,406		
Comprehensive				
Employment			95,213	
Non-Federal				
Operations				
Contribution			3,000	
	<u>\$1,239,994</u>	<u>\$24,406</u>	<u>\$98,213</u>	<u>\$ -</u>

EXPENDITURES				
Personnel	\$ 870,420	\$	\$98,596	\$
Consultants and				
Contract				
Services	8,342			
Travel	89,952			
Space Costs and				
Supplies	84,386			
Consumable				
Supplies	44,481			
Rentals, Lease or				
Purchase of				
Equipment	28,204			
Other Direct				
Costs	108,936	936		
Scholarships		22,438		
Provision for Accrued				
Vacation				
(Note 4)				3,253
TOTAL	<u>\$1,234,721</u>	<u>\$23,374</u>	<u>\$98,596</u>	<u>\$ 3,253</u>
EXPENDITURES				

EXCESS OF				
REVENUES OVER				
EXPENDITURES	<u>\$ 5,273</u>	<u>\$ 1,032</u>	<u>\$ (383)</u>	<u>\$ (3,253)</u>

**LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.
STATEMENT OF CHANGES IN FUND BALANCE
FOR THE YEAR ENDED SEPTEMBER 30, 1976**

	CSA (Schedule 1)	Scholarship	Others	Unrestricted (Deficit) Restated
Fund Balance Beginning of Year	\$ (615)	\$ -0-	\$ 3,383	\$ (39,258)
Excess of Revenues Over Expenditures	5,273	1,032	(383)	(3,253)
Fund Balance End of Year	<u>\$ 4,658</u>	<u>\$ 1,032</u>	<u>\$ 3,000</u>	<u>\$ (42,511)</u>

**LULAC NATIONAL EDUCATIONAL SERVICE CENTERS, INC.
SEPTEMBER 30, 1976**

NOTES TO FINANCIAL STATEMENTS

NOTE 1—SIGNIFICANT ACCOUNTING POLICIES

The Corporation maintains its books on an accrual method of accounting.

Furniture and equipment purchased are marshalled through expenditures as title to these fixed assets vests on the Community Services Administration (CSA), grantor of Grant 90156 and administered by the Corporation. Thereby, no depreciation has been provided in the Statement of Revenue and Expenditures.

Interest income generated by escrow deposits (Note 6) of employee withheld annuity contributions has been credited pro rata to their individual employee accounts pending remittance to Security Plan administrator. This security plan is more fully described in Note 3. Interest income on restricted non-federal scholarship funds (Note 6) has been credited to revenue of this scholarship program as it has been intended to use this interest income solely for the program's purposes.

No federal or state income taxes have been provided relying on the Internal Revenue Service's determination letter of January 27, 1976 recognizing tax exempt status to the Corporation.

NOTE 2—COMMITMENTS

The Corporation leases premises in fifteen locations throughout the United States. The longest lease agree-

ment commitment expires September 30, 1977. Community Service Administration has extended Grant 90156 from October 1, 1976 to September 30, 1977 on an on-going grant basis.

NOTE 3—SECURITY PLAN

As a result of its recognition as a tax exempt organization, the Corporation has established a personal security program to substitute the benefits employees received under Social Security. These are long-term disability, survivors' benefits and a tax sheltered annuity plan open only to employees of groups recognized under section 501(c)(3) of the Internal Revenue Code (Note 1). This plan was authorized by a resolution of the Corporation's Board of Directors with the cognizance of the CSA program officer. Employer and employees each contribute 5.85% of compensation up to \$15,300.

NOTE 4—ACCRUED VACATIONS

Accrued vacations represent unpaid portion of Corporation's obligation per Personnel Policy Manual regarding four week vacation allowance per year. For eligibility, six months service must be completed by employee.

The balance of accrued vacation represents the following:

Balance of Unpaid Vacation Allowance September 30, 1975 and Funded Through CSA Grant Program	\$30,891
Additional Accrual for Year Ending September 30, 1976 and not as yet Authorized as a Charge to the CSA Program. This Additional Amount has been Provided through a Charge to LULAC's Unrestricted Deficit Fund	3,253
Total Liability September 30, 1976	<u>\$34,144</u>

Upon CSA approval this additional accrual will be charged to the program with a corresponding credit to the Unrestricted Deficit Fund.

NOTE 5—UNRESTRICTED (DEFICIT) RESTATED

Provision for LULAC National's Account Receivable not provided for in prior years has been charged as a prior year adjustment and so restated to Unrestricted (Deficit) Fund in the total amount of the receivable of \$39,258.

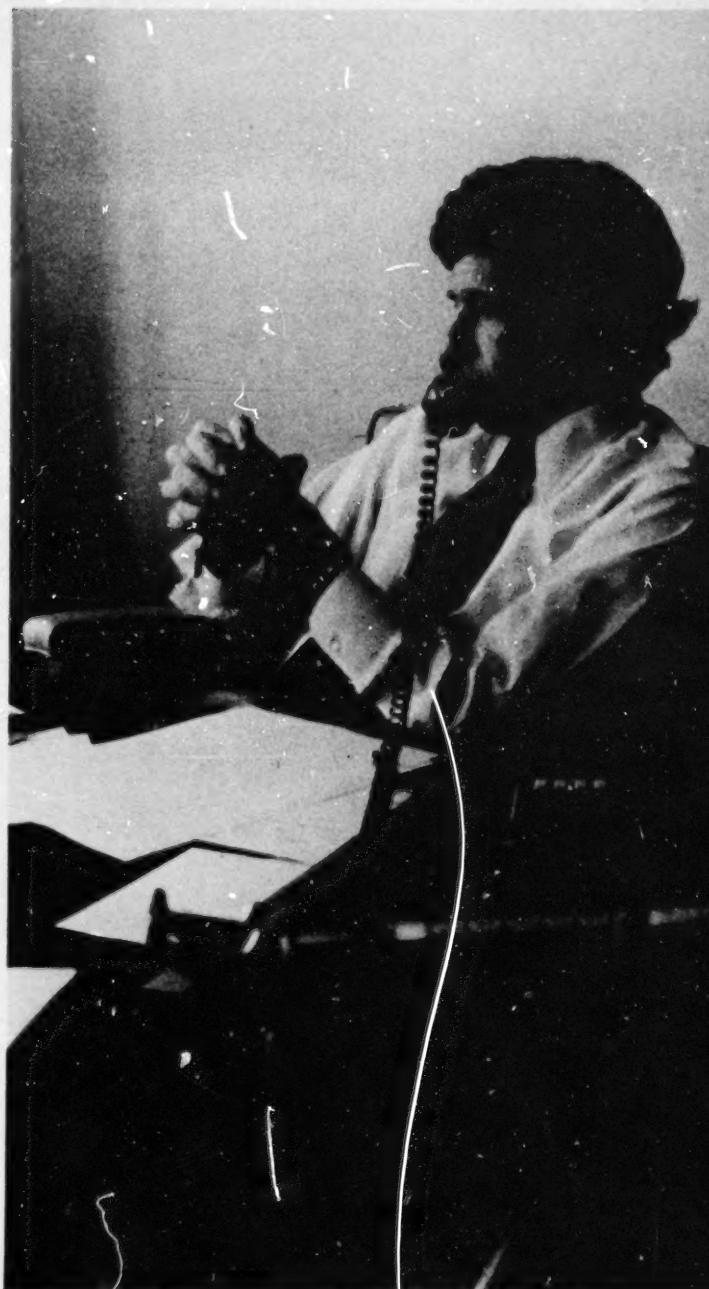
NOTE 6—RESTRICTED CASH

Cash has been escrowed in separate bank accounts to cover balances of Security Plan Employee Benefit withheld and Scholarship Fund.

Comparative Statement

This additional Fiscal Year 1975 information presented in a comparative format to the Revenues and Expenditures of Fiscal Year 1976 has been taken from accounting and other records of the company and is not necessary for fair presentation of its financial position. Such information has not been subjected to tests and other auditing procedures sufficient to determine the fairness of all the details of the additional information.

	September 30, 1976	September 30, 1975
REVENUES		
Community Services Agency Grant No. 90156	\$1,209,994	\$1,252,448
	<u>\$1,209,994</u>	<u>\$1,252,448</u>
EXPENDITURES		
Personnel	\$ 870,420	\$ 915,396
Consultants and Contract Services ..	8,342	28,197
Travel	89,932	82,735
Space Costs and Rentals	84,386	79,170
Consumable Supplies	44,481	32,540
Rental, Lease or Purchase of Equipment	28,204	35,792
Other Direct Costs	108,936	79,233
TOTAL EXPENDITURES	<u>\$1,234,721</u>	<u>\$1,253,063</u>
EXCESS OF REVENUES OVER EXPENDITURES	<u>\$ 5,273</u>	<u>\$ (615)</u>



In Conclusion...



The Hispanic population has long recognized the importance of an education as a means of realizing opportunities which have been denied to previous generations. Like all other racial and ethnic groups which make up the American fabric, Hispanic citizens have concentrated their efforts on building for a brighter future to pass on to their children. This is where LNEC's mission is so crucial in providing the moral support, encouragement and technical assistance to those who are unfamiliar with the channels to upward mobility.

The accomplishments of the LNEC organization go beyond the actual students served and touch the basic condition of American society. It is appropriate to mention not only the dollar value of a better educated and more capable individual to the nation's economy, but even more importantly, the intellectual contribution. A nation can ill afford the misuse of resources that occurs when young minds are allowed to waste away in ignorance, poverty and neglect. Surveys and studies have shown that a college educated individual makes a more substantial and vital contribution to society by being a more fulfilled, prepared, knowledgeable and flexible individual. If the systemic cycle of poverty that characterizes the Hispanic population is ever to be broken, it will require a concentrated effort in behalf of higher educational opportunities for this group of Americans.

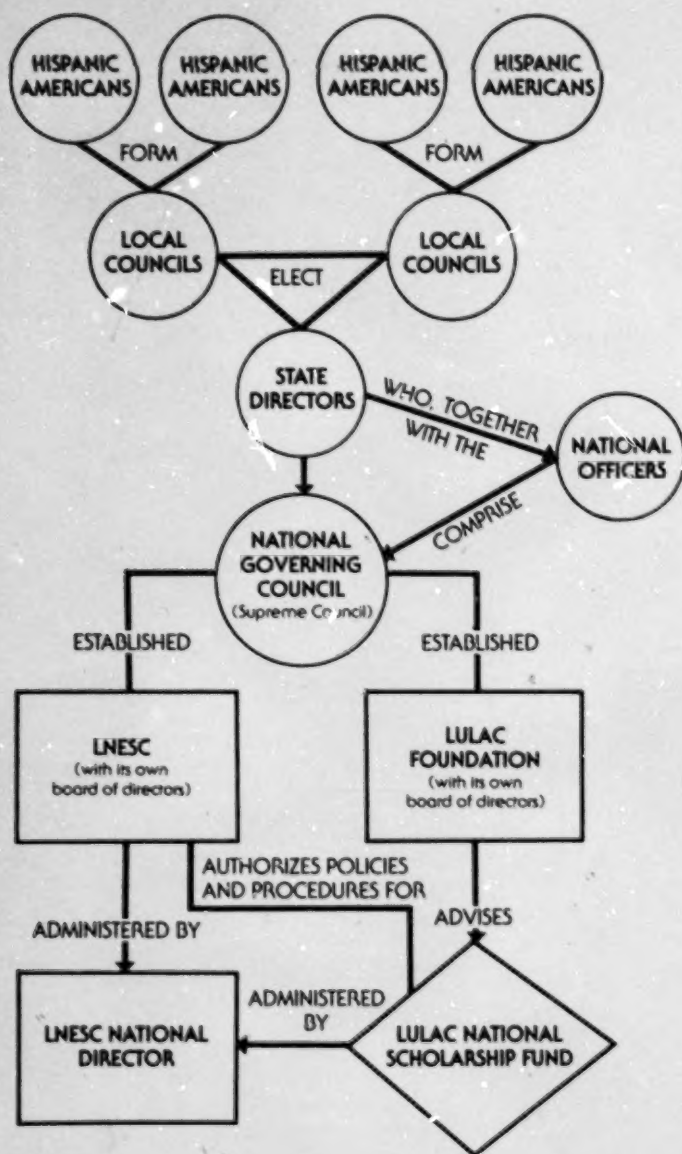
In the short span of LNEC's existence, its contribution to the goal of equal opportunities for Hispanic Americans has been significant. Over the past five years minority and especially Hispanic participation in higher education has increased substantially. LNEC has certainly been a contributing factor in this regard. Additionally, the increased awareness and attention to the problems being faced by the Hispanic and disadvantaged segments of our society have certainly been influenced by LNEC activities, both through the field centers and the national office in Washington, D. C.

As significant as these accomplishments may be, there remains a great deal to be done to insure a more promising future to the succeeding generation of Hispanic Americans. LNEC, together with the support and encouragement of the local and national LULAC councils, is strengthening its resolve in this behalf and standing ready to meet the challenge.



Generations of pride and achievement are now linked through LNEC
to provide better educational opportunities for our future leaders.

The LULAC Structure



The League of United Latin American Citizens (LULAC), founded in 1929 in Corpus Christi, Texas, is the oldest and largest Hispanic civic organization in the United States. Since its inception, LULAC has been at the forefront of efforts to improve the welfare, and promote the interests of this country's Hispanic American population. Its programs in the field of civil rights, housing, manpower and education have established and retained a unique position for the League as a catalyst in bringing together and advancing the condition of the Mexican American, Puerto Rican, Cuban and Central and South American elements of the Spanish-surnamed community.

The LULAC organization, which is national in scope, rests upon a firm basis of local support and involvement. The backbone of the organization is formed by local LULAC Councils. Over 300 chapters are located in 24 states representing some 100,000 Hispanic Americans. Convening on an annual basis, the local councils in each state meet to elect statewide officers who direct and coordinate activities in that region. Additionally, each year a national LULAC convention is held at which time national officers are elected who together with the individual LULAC state directors and past national presidents comprise the national governing council. This body functions between national conventions as the governing body of the national organization and is primarily responsible for sponsoring the various LULAC programs such as the Educational Centers and the Scholarship Fund.

The Educational Centers program is governed by its own board of directors, consisting of LULAC members appointed by the national council. This board authorizes policies and procedures for the National Scholarship Fund which is administered by the Educational Centers' national headquarters in Washington, D. C. The LULAC Foundation, also established by the national council, is a charitable trust governed by a board of directors consisting of past LULAC national presidents. Its primary function is to receive donations and in turn disperse these resources to the Scholarship Fund and other philanthropic activities supported by the League.

The Field Centers

ARIZONA

1001 North Central Ave.
Phoenix, AZ 85004
(602) 252-3403

CALIFORNIA

685 West Mission
Pomona, CA 91766
(714) 623-0588/89

3004 16th St., #208
San Francisco, CA 94103
(415) 552-3225

COLORADO

334 East Colorado Ave.
Colorado Springs, CO 80903
(303) 471-3385

ILLINOIS

4054½ West 26th St.
Chicago, IL 60623
(312) 522-4400

KANSAS

214 West 8th St. — 1st Floor
Topeka, KS 66603
(913) 357-6271/72

MASSACHUSETTS

2 Sacramento St.
Cambridge, MA 02140
(617) 876-8270/71

NEW MEXICO

510 2nd St., N.W., Suite 209
Albuquerque, NM 87102
(505) 243-3787

PENNSYLVANIA

703 North 8th Street
Philadelphia, PA 19123
(215) 923-1544

TEXAS

702 Morgan Ave., Box 3028
Corpus Christi, TX 78404
(512) 883-5134

1416 Broadway
Houston, TX 77012
(713) 928-5901

WASHINGTON

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The Hispanic Community has long been aware of the critical role that a quality education can play in the life of its people.



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